

Strategies and Policies to Support Environmental Action

Resource pack for a 3-hour taster



Taster Pack 6



Supporting Communities
Creating Change



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Introduction to taster courses

The Federation for Community Development Learning (FCDL) is the national membership body promoting and supporting community development work learning for all those involved in community development as defined in the National Occupational Standards.

Community development work aims to collectively to bring about social change and justice, by working with communities to:

- Identify their needs, opportunities, rights and responsibilities
- Plan, organise and take action
- Evaluate the effectiveness and impact of the action

all in ways which challenge oppressions and tackle inequalities.

Community Development is a particular way of working with communities, it has a clear set of values and ethics which include:

- Working to achieve social justice through challenging oppression, addressing power imbalances, promoting equality and valuing diversity
- The self-determination of communities, supporting communities to identify their own concerns and interests and how to resolve them
- The promotion of sustainable communities based on the empowerment of individuals and groups developing their own skills and structures for working together
- A process of working and learning together, sharing good practice and encouraging people to contribute effectively to their communities
- Supporting the participation of communities, particularly those who are most often excluded, working to tackle the barriers to their participation and to promote community empowerment

Community development work has at its centre the concept of reflective practice - of learning from what happened in the past and to other communities.

Community development is a process which starts with developing working relationships with communities and their organisations, then encourages people to work and learn from each other - determining what their common interests and concerns are. It moves into supporting them to make plans and put those plans into action. Reflection on those activities leads into evaluation and re-planning. Sometimes community members decide they need to set up a new group or organisation and they may need support to do this effectively and legally.

The support that communities and community organisations need will depend on their particular situation and their stage of group development. The skill of practitioners involved in community development is to provide the appropriate support to enable the groups to achieve their aims, rather than trying to make the group fit other people's agendas.

As part of the Federation's work we produce a range of resource packs to support tutors and trainers. All of the packs contain sample session plans, handouts, trainers' guidance notes, worksheets and exercises.

This pack is one of a series being produced to support the Federation's contribution to DEFRA's Every Action Counts programme, which aims to raise awareness of environmental issues amongst voluntary and community groups and the wider community. DEFRA has been charged by our current government with taking action to tackle the bigger environmental issues of climate change and

natural resource depletion. For more information, and details of the whole programme, see the four-page leaflet on our website and the Every Action Counts website (www.everyactioncounts.org.uk).

The Federation has become involved with this programme because it recognises that environmental justice is a key part of social justice – one of the core values of community development work. Poor and marginalised communities are on the receiving end of many social injustices, and likewise they are more likely to live in degraded environments and be adversely affected by current environmental changes.

The tasters are designed to raise awareness of particular issues within the Every Action Counts programme. They can provide progression to the National Open College Network (NOCN) unit on Community Development and Environmental Action, an optional unit at levels 2 and 3 within the national Community Development Work (CDW) awards. Details are provided in a handout at the end of this pack. The full CDW learning and qualifications framework is available on our website.

All the courses designed by the Federation within the Every Action Counts programme are informed by the values of community development work, and aim to support communities and those who work with them, by promoting an environmental justice approach.

This is a trainers' resource pack to support short, non-accredited taster programmes for activists within their communities, community development workers and those who are using a community development approach to their environmental work.

Trainer's packs, by their very nature, provide material on a particular topic, which is aimed at people involved in community development. It is not possible in packs that are being released nationally to provide material that relates to all the local situations. It is the trainer's responsibility to customise the material to their particular audience and contexts. The packs contain suggestions on where to find local material.

Some of the exercises can easily be extracted from this three hour session and used within more informal session with groups, provided they are contextualised appropriately.

We will be developing part of our website to encourage all trainers using the materials we create to feed back their views and suggestions. This pack is a revised version of an earlier edition, which has been substantially amended in response to the workshops of autumn 2006. We hope it is now a really useful resource to support your training, and look forward to hearing your views.

The Federation for Community Development Learning

2007



This publication is part of the Every Action Counts programme which is funded by the Department for the Environment, Food and Rural Affairs

Outline Session Plan

Session Title	Strategies and Policies to Support Environmental Action
Target Audience	Community Development Workers, VCS employees and the 'Every Action Counts' Champions, members of community groups
Links to other Sessions	Care For Your Area Community Buildings and Environmental Action Climate Change Communications Food And Communities Community Development and Environmental Action
Session Length	Three hours including a break
Session Aims	To enable participants to understand, take advantage of and influence, relevant national, regional and local strategies
Session Outcomes	At the end of the session participants will: Have an overview of government policy on sustainable environmental policies, and the implications of these for regional and local Government Understand how to take advantage of existing strategies to support the work of helping communities to become more sustainable.
Indicative Content	Key government policies, regional bodies and their role, local policies and strategies, opportunities created for communities to influence policies and strategies, opportunities created for generating resources to support community actions on environmental improvements

Time	Content	Exercise/Method	Resources	Notes
00	Welcome, Housekeeping Groundrules, Session aims		Trainer Guidance Note 1 Outline session plan Prepared flipchart	
10	Introductions	Paired discussions; tutor to record feedback on roles and policy areas	Worksheet 1	
30	The big picture – overview of Government's view on environment and key policies	Trainer input Buzz groups Feedback onto Venn diagram Group discussion	Trainer Guidance Note 2 Prepared flip chart with Venn diagram Post-it notes Handout 1 Handout 2	
45	The role of regional government bodies in implementing national policies	Trainer input; whole group discussions on opportunities from regions	Trainer Guidance Note 3 Handout 3 Leaflet on regional CD networks Flipchart paper and pens	
55	Local government and opportunities provided to influence policy and lever in resources to communities	Trainer input Small group work on mapping of what exists e.g. LAAs, LSPs, Community/ Development Plans, Parish Plans, area/ neighbourhood forums	Trainer Guidance Note 4 Handout 4 4 page purple leaflet on CDW NOS 4 page EAC leaflet Flipchart paper and pens	
75	Break			

Time	Content	Exercise/Method	Resources	Notes
90	What opportunities can these bodies open up for groups to campaign/ lobby on local environmental issues?	Feedback from last exercise; Group discussion Small group work on opportunities created by strategies using Worksheet 2	Trainer Guidance Note 5 Worksheet 2 Flipchart paper and pens	
135	What resources could be released through working with such partnerships?	Trainer input Different small group discussions and feedback	Trainer Guidance Note 6 Handout 5 Flipchart paper and pens	
155	Evaluation and endings	Trainer input on information on other Tasters and courses available; EAC other strands; Completion of evaluation forms by individuals	Handout 6 EAC material Evaluation sheets	
180	End			

Detailed Session Plan

Trainer Guidance Note 1

Introduction

As you welcome people to the session you need to give them information about the venue: for example -

1. Fire exits and procedures. Ask if anyone is leaving early to let tutors know so they can amend the register
2. Toilets
3. Break times and where refreshments served

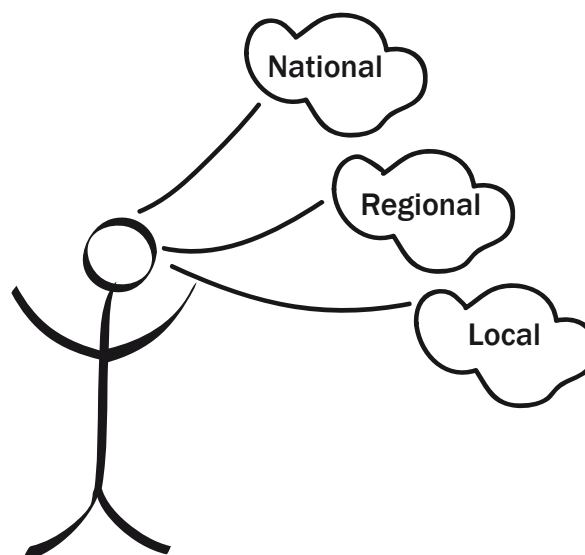
Remember to make a notice for the door of the training room so people can find you easily.

As this is a short course there will not be time to prepare ground rules as a group, so we recommend that you write down some ways of working together on a flipchart. Talk through the proposed rules, asking for any additions and that people agree to working within them.

Some examples:

- We will keep to the starting and finishing times, and the timetable set by the trainer
- All mobile phones to be switched off during the session
- We will respect each other and our different views. We will take care not to offend others by our language and/or behaviour
- We can challenge each other's statements, but we will not do this as a personal attack
- We will listen carefully to each other and allow people to finish. We will try not to hog the conversation
- We will keep personal and organisational information confidential to the group
- People must take responsibility for their own learning – so if necessary you should ask for clarification about comments or instructions

Draw the figure below on the flipchart and use it to explain that the session will be looking at policy and strategies at all three levels in order to put the participant's work in context. You will return to this drawing again later.



Worksheet 1

Find someone who...

Find someone else in the room to talk to and find out the following information – you have 3-4 minutes to do this.

Their Name	Their role in relation to community development work
One policy area they are working on	Their interest in the environment

When you return to the main circle you should very briefly introduce your partner using these notes.

Trainer Guidance Note 2

Overview of Government policies relating to environmental issues and sustainable development

Handout 1 provides a brief overview of the Government's interest in improving the environment, under the heading of sustainable development. Use this handout to set the scene. Refer back to the drawing of a community worker you used to introduce the aims of the session and explain that the government is determined that all layers of government and individuals and community groups should play their part in changing the current situation. We are breaching environmental limits which is having an adverse impact on the economy of different countries, and on the poorest communities.

Handout 2 provides a diagrammatic view of all the organisations that the government wants to involve in improving the environment.

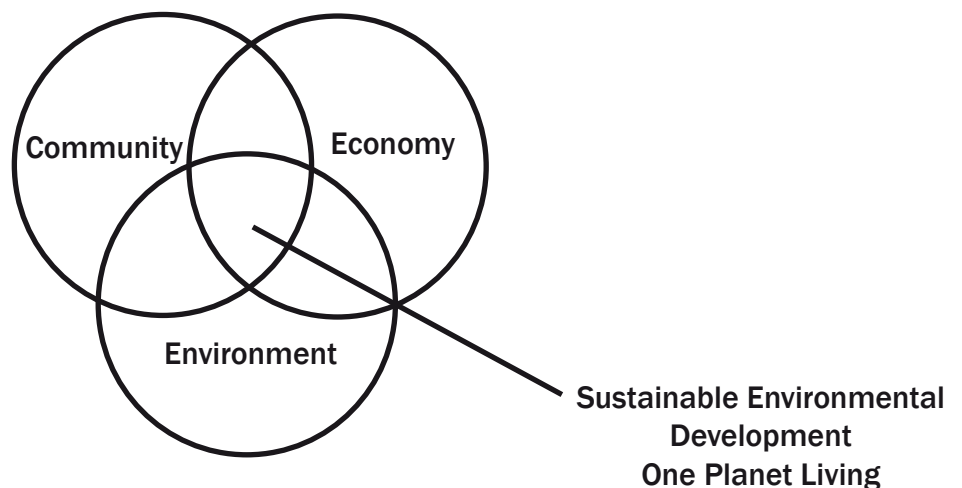
Starting with the national picture - Explain that all central government departments are due to publish Sustainable Development Action Plans setting out how they intend to contribute to this agenda, which was set out in the Securing the Future report (2005).

The priorities that have been set out for action by the Government are around

- Sustainable consumption and production
- Climate change and energy
- Natural resource protection and environmental enhancement
- Sustainable communities
- Changing behaviour

Ask participants to talk to their neighbours and to list all the national policies they have heard about - and write one on each post-it note.

You will need a prepared Venn diagram for the feedback – draw the diagram below on a flipchart. Each of the three circles should overlap the other two and all should overlap in the centre. Label the different segments and circles as indicated.



Trainer Guidance Note 2 (continued)

Overview of Government policies relating to environmental issues and sustainable development

In the feedback each buzz group reads out one of their suggestions and places their post-its on the diagram, in the area to which they think it belongs. This could be in one of the circles, where two circles overlap, or in the centre. You can ask the other group members if they agree with where the post-it has been placed.

The purpose of this feedback is to provide a lead into the view that the economy is dependent on the community and that both are dependent on the environment. Sustainable Development depends on protecting both communities and the environment. These are like capital in the bank. If we just draw on the interest we can continue to survive indefinitely. If we draw on the capital by weakening the environment and the community, the amount of interest will steadily decline until we have neither capital nor interest.

You may need to comment that we have to be careful when using the more classical economic models which tend to promote money over the environment and refer to the recent Stern report which shows the economic costs of unsustainable development. *Stern Review on the Economics of Climate Change, UK Government, 2006.*

Handout 1

A brief introduction and history

For many years now there has been concern about the impact of the developed world on the environment. As far back as 1983, the World Commission on Environment and Development (WCED) was set up, and they published a report entitled 'Our common future' in 1987 - known as the Brundtland report. This coined the phrase Sustainable Development to raise the issue that we were using up the world natural resources at a faster rate that they could be replaced.

'The goal of sustainable development is to enable all people throughout the world to satisfy their basic needs and enjoy a better quality of life - without compromising the quality of life for future generations'. *Brundtland Report 1987*

Over the years scientists and environmental groups have continued to raise this issue. There have been a number of Government-inspired programmes about improving the environment since then, ask if anyone remembers Local Agenda 21, the Local Authority programmes to tackle environmental issues locally which was introduced after the U.N. "Earth Summit" in Rio in 1992, the summit was a gathering of 179 heads of state and government which drew up the Agenda 21 action plan for worldwide sustainable development in the 21st century.

The Rio treaty was reviewed and led to the Kyoto Protocol at the United Nations Framework Convention on Climate Change as an amendment to the international treaty on climate change, assigning mandatory targets for the reduction of greenhouse gas emissions to signatory nations. It was negotiated in 1997 and came into force in 2005.

In the past few years there has been many of policy documents emanating from the UK Government – including 'A Better Quality of Life; a strategy for sustainable development for the UK (DETR 1999) which wanted to protect the environment, be careful in the use of natural resources and maintain economic growth. In 2005 DEFRA produced 'Securing the Future', which focused on a strong, just and healthy society, living within environmental limits and achieving a sustainable economy.

The role of communities and community groups in contributing to this goal of sustainable environmental development was explored in the programme in 2005-6 called Community Action 2020, which developed into the Every Action Counts programme for 2006-2009 now being delivered by the Community Sector Coalition on behalf of DEFRA.

More recently the concept of One Planet Living, which was developed by the World Wildlife Fund (WWF), has been adopted by the government to highlight how the UK (and all other rich countries) use far more of their fair share of the planet's resources. It has been worked out that developed countries use about three planet's worth of resources. The target is to reduce this 'global footprint' by two thirds, so only one planets worth of resources are used.

The Government's environmental policy initiatives are on the DEFRA website www.defra.gov.uk. Current themes are tackling the big issues of climate change and creating a fairer world and at a local level they want to create cleaner, safer, greener and healthier communities, reducing waste and recycling, travelling wisely or supporting local food initiatives.

Handout 1 (cont)

A brief introduction and history

The other major development from national Government has been around Sustainable Communities, originating from the old ODPM and now under the auspices of the Department for Communities and Local Government. The Egan Report was commissioned to explore how to make communities better places in which to live and the role of built environment professionals (architects, planners, builders, developers etc.) in creating and improving communities. From this report the national Academy for Sustainable Communities was born, with regional centres of excellence around sustainable communities.

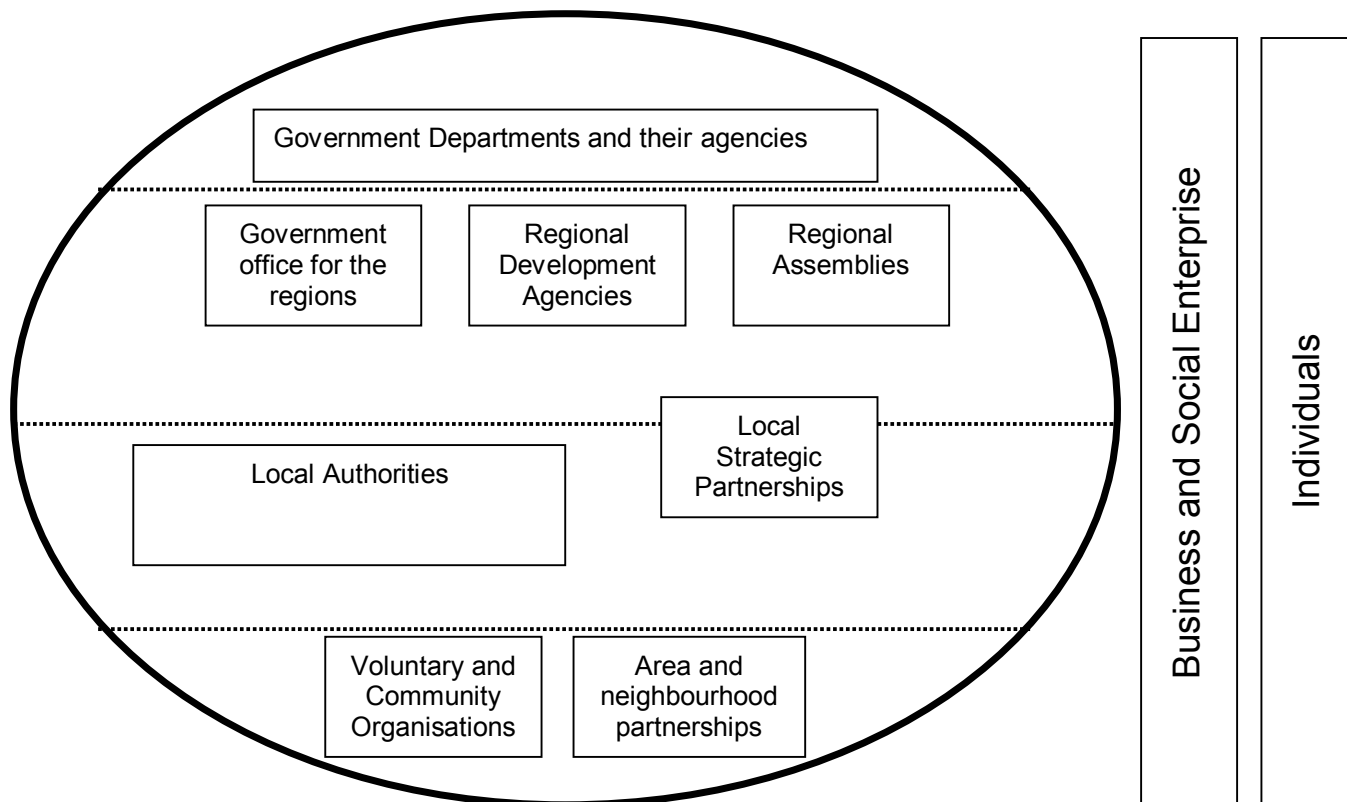
There are eight key components in their view of what makes up a sustainable community, some of the components have an environmental aspect:

- Active, inclusive and safe
- Well run
- Environmentally sensitive
- Well designed and build
- Well connected (physically to the rest of society)
- Thriving (economically)
- Well served (with public, private and voluntary services)
- Fair for everyone

Full details of this initiative are on the Academy's web site www.ascskills.org.uk

Handout 2

Organisations the government want to be involved in promoting One Planet Living



Trainer Guidance Note 3

Regional aspects

The last exercise was a quick introduction to national policies people have heard about and the range of bodies the government want to see driving forward their grand plans. These national policies obviously have an impact on national bodies that support community groups, for example on the themes of the Big Lottery, and the funding that is available – for example from DEFRA – for small community groups.

National policies have a direct and an indirect impact on communities in other ways. This exercise takes a look at the regional implications.

Regional bodies have a statutory obligation to produce sustainable development plans for their area. Handout 3 provides information about the various bodies and their role in implementing the Government's overall plans. Some Offices for the Regions have started to employ Climate Change Co-ordinators to bring together the different areas on work affected by, and impacting on, the environment - and hence the regional economy.

Most community workers will be working at the local level and may not know very much about what is happening at a regional level but it is at the latter level that many of the targets are set that impinge on their work – whether it's getting people into education, jobs, improving people's health or reducing crime and creating safer communities.

The list of regional strategies is quite long – but many of them have some relevance to community development workers' activities and to the communities they work with. While the major strategies tend to be well known – such as those about getting people into employment and improving employability skills - others may be more relevant (and connected) to the local communities and their environment. Some examples are:

- Planning guidance – affects what gets built and where
- Housing strategy – how the region can meet housing needs, what kind of developments will be allowed or encouraged and where
- Waste strategy – where landfill sites, or incinerators, will be located
- Health strategy – provision of health facilities as well as making the population fitter through exercise, diet etc.
- Forestry strategy – where trees will be planted and access to open spaces
- Resettlement strategy - for new arrivals and the impact on different communities
- Social economic strategy – creating different kinds of employment to meet the needs of communities
- Cultural strategy – the role of the arts in regeneration and social cohesion
- Rural Development Framework – putting together aspects of the various strategies relating to rural areas.

A recent mapping of the work of community workers in Yorkshire and Humber showed that they were contributing to many of these regional objectives (reports on the FCDL web site and the Y&H Regional Forum for VCS website www.fcdl.org.uk, www.yhregforum.org.uk).

Ask participants if they know of any regional policies that impact directly on their work – record on flipcharts.

Trainer Guidance Note 3 (continued)

Regional aspects

Then ask if they are aware of any opportunities created by regional policies and agencies – e.g. Voluntary and Community Sectors (VCS) representation on decision-making bodies such as the Regional Assemblies or the regional learning partnerships; or funding for sustainable communities... Record any suggestions made.

Suggest that one way of knowing more about the regions and sub-regions is through the various VCS regional forums (use web search to locate relevant ones) and regional CD networks (Handout available on these).

Handout 3

Regional bodies and strategies

Inter-regional

Inter-regional growth strategies - such as the 'Northern Way'; 'Smart Growth: The Midlands Way'; and 'The Way Ahead: The South West Way' are seeking to promote greater inter-regional collaboration, with a particular emphasis on the Regional Economic Strategy, economic development priorities, land use and natural resources, in ways that allow this to be translated to the respective Regional Spatial Strategies across adjoining regions.

Government Offices of the Regions

Government Offices represent central Government departments in the regions. They work with regional partners to ensure a joined-up delivery of the policies of departments such as Communities and Local Government, Trade and Industry, Food and Rural Affairs, Home Office, Transport, Cabinet Office, Cultural, Media and Sport and Work and Pensions.

All of these departments contribute to sustainable development/ improving the environment. How this affects the work of regional bodies is set out in Government Offices Business Plans: they have to report on their region's performance in contributing to sustainable environmental development.

Regional Assemblies and Regional Development Agencies

The Government provides guidance on the preparation of Regional Economic Strategies which are obligatory for all Regional Development Agencies and which focus on delivering economic growth and sustainable development.

Regional Assemblies scrutinise the work of their Regional Development Agency and have the task of preparing the statutory Regional Spatial Strategy. This strategy provides the framework for development in case of the English regions, and sets out how it will be implemented at the local level. It determines infrastructure development such as roads, ports, airports, bridges, houses etc.

Regional Assemblies also play a leading role in integrating regional strategies and drawing up the Regional Sustainable Development Framework with key players and a wide range of regional expert groups and stakeholders. This high level Framework sets out the objectives and priorities for sustainable development in the region and informs regional strategies, including those developed by the Regional Development Agency, and the Regional Spatial Strategy, as well as sub-regional strategies, such as Sustainable Community Strategies.

Trainer Guidance Note 4

The local level

The last couple of exercises have dealt with aspects of the national and regional scene that may be less familiar to participants. Handout 4 sets out some of the policies / strategies that local authorities are required to develop, often in partnership with other agencies and the voluntary and community sectors. Most strategies require the involvement and engagement of communities and community groups. It is through these and other local strategic initiatives, that opportunities can be created to lever in resources to local groups and support community groups to have a greater say in decision-making on matters of importance and interest to local communities.

Before proceeding with this exercise it is worth restating what Community Development Work is, and is not, as there has been considerable confusion about the term and everyone seems to use it to describe their own work.

CDW is recognised as an occupation / profession by the UK Government(s) and relevant bodies such as the Sector Skills Development Agency.

It has a key purpose statement which outlines its purpose, values and principles, a set of values and principles and key roles that CD workers undertake. It also sets out the knowledge and skills required to fulfil each of these key roles. Use the purple four page leaflet to introduce all of this.

Explain that the difference between CD work and other interventions in communities is that it is about communities defining their needs/ problems, deciding on the solutions they want to see, and taking collective action to achieve their goals. It is about effective changes to increase social justice, and part of this is environmental justice. It is not just about building the capacity of community and voluntary organisations to take on the delivery of public services, nor is it helping public bodies to meet their targets, or providing token community voices on partnership bodies. It's a bottom up approach and not a top down one.

The four page leaflet on EAC makes the connection between CD work and the involvement of community workers in this project, through environmental action to increase social justice and tackle some of the bigger issues facing poor and marginalised communities.

The remainder of this session is to focus on how these local (regional and national) policies and strategies provide opportunities for local communities and groups to influence decisions and obtain resources to support the actions they want to take.

In the last exercises we listed the Governments policies and areas of interest - at a community level we can see these themes translated within the Every Action Counts programme as:

- Saving our resources
- Shopping ethically
- Saving energy
- Travelling wisely
- Caring for your area.

Ask participants to work in small groups, ideally with others from a similar geographical area. Their first task is to map out all the various agencies, partnerships, initiatives and plans that they

Trainer Guidance Note 4 (continued)

The local level

know in their district which might have some bearing on tackling environmental issues locally and globally. They should try and join-up the different initiatives (e.g. the relationship between Local Area Agreements (LAAs), Local Strategic Partnerships (LSPs), development plans, neighbourhood forums).

Once they have produced a drawing/ map of these encourage them to take a short break.

Handout 4

Local strategies and policies

There are a number of local statutory strategic plans which have their origins in *Securing the Future* (www.sustainable-development.gov.uk) and other national policies which have been filtered down through the regional to the local levels.

Securing the Future noted that:

“Community engagement should be central to the process of drawing up the local statutory strategic plans for the area, such as the local development document, including area actions plans in the Local Development Framework (LDF), the Sustainable Community Strategy, and the Local Area Agreement (LAA), as well as to solving public problems. Community buy-in is essential in achieving local ownership of and legitimacy for these plans, which will shape the long-term vision and the future distribution of land and development in an authority’s area. Local action-planning, for example by voluntary groups, in the shape of parish plans, neighbourhood action plans, and other forms of participative involvement, offers an effective way of engaging local citizens and communities in contributing to those processes.”

Sustainable Community Strategies... are key to delivering the vision for sustainable communities... they will be drawn up by the Local Authority and the Local Strategic Partnership (LSP), in consultation with the community. These will evolve from the existing Community Strategies to lay greater emphasis on the sustainable development objectives necessary for creating an area where people genuinely want to live long-term.

To find your local Sustainable Community Strategy go to [www.\[nameofyourlocalauthority\].gov.uk](http://www.[nameofyourlocalauthority].gov.uk) and search for sustainable community strategy or community strategy.

Local Development Framework (LDF): Each local planning authority is preparing a Local Development Framework. This is a folder of documents that sets out how your local area may change over the next few years. Use www.planningportal.gov.uk to search for your relevant LDF.

Local Area Agreements (LAA) are made between Central and Local Government in a local area. Their aim is to achieve local solutions that meet local needs, while also contributing to national priorities and the achievement of standards set by Central Government. Local Area Agreements seek to:

- Provide intelligent and mature discussion between Local and Central Government, based on a clear framework and shared understanding of national and local priorities
- Improve local performance, by allowing a more flexible use of resources, to achieve better outcomes and devolve responsibility
- Enhance efficiency, by rationalising non-mainstream funding and reducing bureaucracy, to help local partners join-up and improve community leadership.

Parish Plans

To encourage the preparation of parish plans which cover social, economic and environmental goals in rural communities. The Government will provide practical support on sustainable development, and will build the capacity of those involved in supporting communities to cover the full range of sustainable development issues.

Handout 4 (continued)

Local strategies and policies

Local action-planning e.g. by voluntary groups, in the shape of parish plans, neighbourhood action plans, and other forms of participative involvement, offers an effective way of engaging local citizens and communities in contributing to sustainable development.

Statement of Community Involvement (SCI)

Local planning authorities will set out in their Statement of Community Involvement how communities will be involved in the preparation and revision of Local Development Frameworks, and consulted on planning applications. SCIs will also be linked to the broader Every Action Counts – as part of the Together We Can programme, which links all Government departments with the voluntary and community sectors.

Trainer Guidance Note 5

Generating opportunities to use strategies and policies

When people have returned from their break – ask them to display and introduce their maps. If they are not sure about anything, ask whether anyone else knows the answers or where they can be found.

Ask participants to return to their last working group to consider what opportunities could be opened up for local groups to raise their concerns and to campaign / lobby for the resolution of local environmental problems.

Some examples:

1) The local transport plan may provide opportunities to campaign for better public transport services to an estate, or better cycle tracks to local schools to reduce pollution caused by cars in the school run. Holding local transport plan workshops or seminars could lead to the setting up of a transport forum involving members of the community.

All schools in England are required to have a school travel plan by 2010, and the Government is providing funding to support this initiative.

2) PCT involvement, by teaming up with local authorities in the Healthier Communities Collaborative Programme, could offer ways of tackling health inequalities e.g. initiatives to get quality and affordable fresh food into areas classed as ‘fresh food deserts’ – thereby improving health and reducing food miles. Through the Patient and Public Involvement (PPI) forums PCTs have been asked to explain what environmental considerations have been included in plans for new health and social care centres.

Remind people about the five themes of Every Action Counts (see Trainer Guidance Note 4) and suggest they record the opportunities available under each of these 5 headings and create others as they wish.

Worksheet 2 provides a template for this activity.

Worksheet 2

Opportunities for influencing and using policies to tackle local issues

<p>What issue have you selected?</p>	
<p>How does it relate to sustainable environmental development and the themes of EAC?</p>	
<p>To which strategies do you think this issue could relate?</p>	
<p>How could the community, or community groups, use this strategy?</p>	
<p>With whom could the community, or community groups, work in partnership?</p>	

Trainer Guidance Note 6

Resources for community groups

Earlier in this session we noted that community development work can contribute to regional policy objectives. To end the session, in this exercise we will explore the opportunities that could be created by the Government wanting to engage community groups and communities with the environmental agenda.

Through working at a strategic level it may be possible to influence resourcing policies including grants: e.g. it could be agreed that in order to qualify for funding from the Local Strategic Partnerships (LSP) groups need to have an environmental policy in place; or that the LSP should give priority to activities that will contribute to the sustainable environment targets within local plans.

Local Authorities by working in partnership with community groups and voluntary organisations may be able to obtain additional funding from regional or Central Government – e.g. to develop safe routes to schools or more bike lanes on commuter routes.

Many local Councils have policies – such as anti-poverty strategies – which community groups could link with to obtain cheap low energy light bulbs to give to poorer families, and a targeted campaign to inform such families about the grants available for home insulation. DEFRA has a Warm Front Programme aimed at eradicating fuel poverty for vulnerable households.

Local Authorities working with local infrastructure organisations designed to support the VCS (such as CVS / voluntary actions / resource centres) could do more to ensure that information on funding for projects is collected and circulated. They could also provide information/ guidance on environmental matters e.g. building improvements that would save energy, reduce waste etc.; and post information about grants from DEFRA and other Government bodies on their websites.

In this exercise, participants should link-up with people they haven't worked with before and discuss these issues - noting down any good examples of what is already happening and listing the possibilities they could create.

Allow time for feedback and the sharing of ideas for future actions. Explain that if they want to follow through any of this then Handout 6 gives details of other training opportunities. Encourage them to visit the EAC website and register their actions.

Handout 5

Sources of information

A dedicated website exists to support the work being carried out under the Community Action 2020 banner, probably under the title Every Action Counts – Together We Can Secure the Future - www.everyactioncounts.org.uk

The following will also provide a good starting point for further information.

Sustainable Development

www.sustainable-development.gov.uk/publications/
UK government publications related to Sustainable Development

Sustainable Development Commission – the government’s official watchdog for Sustainable Development - www.sd-commission.org.uk

Working with LSP’s

www.urbanforum.org.uk/pubs
for a guide to getting involved in Local Strategic partnerships.

Planning

The following websites give information relevant to community groups wishing to influence the planning system:

www.communityplanning.net/gettingstarted.htm
www.planninghelp.org.uk
www.placecheck.info
www.community.foe.co.uk/resource/how_tos/cyw_41_understand_planning_system.pdf

Case studies

Examples of case studies can be found at:
www.sd-commission.org.uk/?communitiessummit/case_studies.php -
www.durham.gov.uk/durhamcc/usp.nsf/pws/Sust+comms+-+Sustainable+Communities
www.communitywebnet.org.uk

Thinking locally, Acting Nationally: Lessons for National Policy from Work on Local Sustainability by Chris Church and Jake Elster contains details of case studies and can be downloaded via www.jrf.org.uk/bookshop/eBooks/1842631381.pdf

Access to information

www.neighbourhood.statistics.gov.uk
for neighbourhood statistics

Handout 5 (continued)

Sources of information

www.environment-agency.gov.uk/yourenv
for information on the national and local environments

www.auditcommission.gov.uk/cpa
shows how well your local council meets the needs of your area, including a very broad set of shared priorities linked to the goals of sustainable communities.

Campaigning

How to win: A guide to successful community campaigning
Friends of the Earth - www.foe.co.uk

Handout 6

Other courses in this programme

Taster Title	Content
Care For Your Area	Uncared for areas and impacts on communities, Government's interest in environmental issues, Every Action Counts, Communities taking action and the resources needed and available
Community Buildings and Environmental Action	The bigger picture relating to the environment The Government's response and Every Action Counts The role of community buildings in improving the environment The building itself The projects running through the building Action planning
Climate Change Communications	Understanding climate change and how it affects people and communities Exploring actions that can be taken Understanding peoples motivational for change Communication methods and targeting your message
Food and Communities	Exploring the relevance of food to communities The importance of quality food The barriers to getting good food Actions communities can take Local food initiatives Food and the environment Community food growing projects Food and social justice
Community Development and Environmental Action	Understanding the back ground and concept of Sustainable Development and environmental action Why environmental actions are relevant to communities Work already being undertaken to protect the environment Other actions that could be taken Learning needs of community workers and communities
Strategies and Policies to Support Environmental Action	Key Government policies Regional bodies and their role Local policies and strategies Opportunities created for communities to influence policies and strategies Opportunities created for improving resources to support community actions on environmental improvements

Unit	
NOCN Unit	Sustainable Environmental Development level 2/3
HE Unit	Sustainable Communities: Integrating Sustainable Development and Community Development

Informal Learning

We have also produced material to support the day-to-day work of community development workers - there is an informal learning pack and a new Community Work Skills Manual will be coming out in 2007

Additional Community Development Learning Resources

FCDL Taster Sessions

Designed to be used as an introduction to key aspects of community development work, this series of 14 packs support three-hour sessions that can be used as a first step to further learning, or as a method for trainers to increase their confidence in this area. The packs can be ordered from the Federation for Community Development Learning - see back page for details.

1. **What is community development work?**

This session aims to outline the key purpose of community development and the skills needed by people undertaking community development

The contents include:

- Key purpose of community development work
- The values and principles of community development
- Different types of communities
- What community development workers do
- Skills of community development workers

2. **How groups work**

This session aims to introduce people to the importance of group work within community development and how to make the most of people's skills and expertise within the group

The contents include:

- Key purpose of community development work
- Formal and informal roles in groups
- How to help people take on appropriate roles
- How to get a group off to a good start

3. **Problems within groups**

The session aims to explore what happens within groups and ways to deal with problems and conflicts

The content includes:

- What can go wrong in groups
- The impact of different behaviour on groups
- What might be causing the problems
- Exploring approaches to handling problems and conflict

4. **Involving people**

The session aims to look at different approaches to involving people in issues affecting their community

The contents include:

- The ladder of participation
- What motivates people to engage
- Techniques/ ideas for involving people

5. **Understanding and getting involved in partnerships**

The session aims to put partnership working into a context and to explore different approaches to partnership working

The content includes:

- The context of partnerships

FCDL Taster Sessions

- Pros and cons of getting involved in partnerships
- Different types and models of partnerships
- Development model of partnerships
- Examples of partnerships
- What to look for when joining a partnership

6. **Skills for representing your community**

The session aims to introduce learners to the skills needed to begin to represent a community.

The content includes:

- Creating an action plan
- Identifying existing skills
- The main skills needed to represent a 'community'
- The main problems that can occur in partnerships

7. **Common issues in partnerships**

The session aims to explore some of the common issues that arise through partnership working

The content includes:

- How power operates within a partnership
- Barriers to full participation
- Looking at ways to resolve the issues

8. **Making meetings effective**

The session aims to help people to be aware of what is needed when organising and running a meeting to make it effective and productive

The content includes:

- Preparation: notifying people; agendas and how to get ideas for them; timetabling/ prioritising items; information people need; enabling people to attend; timing; support to get there and into the room; dependants care; roles people take – divvying up the tasks
- Running: setting out the room for different types of meetings; welcoming people; ground rules; introductions; processes within meetings and rationale; roles people take - formal and informal; decision-making processes – formal. Informal, unstructured; recording decisions- different ways; letting people contribute;
- Afterwards: checking on people doing what they said; reporting back to people/ groups not present; representing views of the meeting; preparing for the next meeting

9. **Contributing effectively to meetings**

The session aims too enable people attending meeting to be able to contribute effectively and feel confident at speaking at the meeting

The content includes:

- Preparing for a meeting; understanding different types of meetings; what the purpose of the meeting is; looking at agenda; getting ideas from people they represent; reading through material; checking the implication of a proposal; asserting your needs for information in a certain format; getting support

Additional Community Development Learning Resources

FCDL Taster Sessions

- During the meeting; how to introduce yourself – your role; roles people take at meetings; checking out decision-making proposals; asking questions; feeding in ideas; contributing without dominating; power plays
- Afterwards; reporting back to others/ keeping people informed;
- Doing what you agreed to do; getting support for proposals/ getting items on the agenda

10. **Assertiveness/ confidence building**

The session aims to improve the confidence of people wishing to take an active part in the development of their community

The content includes:

- Examining areas of work based confidence
- Recognising how confidence can spiral up or down
- Practical assertiveness exercises
- Creating a checklist to aid confidence

11. **Feedback and listening skills**

The session aims to enable participants to give and receive feedback effectively.

The content includes

- Identifying the purpose of feedback
- Giving and receiving feedback constructively
- Active listening skills
- Structuring feedback

12. **Report writing skills**

The session aims to improve peoples skills in preparing quality reports for different audiences

The content includes

- Examining why reports are written
- The structure of reports
- Different formats to use
- Checklists for reports

13. **Presentation skills – giving a short presentation**

The session aims to enable learners to give an effective presentation with confidence.

The content includes:

- The structure of a basic presentation
- What makes for a good presentation
- Presentation checklist
- Practice in presenting

14. **Presentation skills - Creating effective presentation materials**

The session aims to improve knowledge and creation of materials used in presentations

The content includes:

- A range of effective presentation materials
- Creating suitable resources from given materials

Additional Community Development Learning Resources

NOCN Courses and FCDL Resource Packs

FCDL has produced a series of resource packs which complement the National Open College Network (NOCN) Community Development Work Programme. Each pack is designed to support the teaching of the module of the same name (or similar name), which can be built together to enable participants to gain qualifications at levels 1, 2 and 3.

Each pack contains: Session Plans, Handouts, Exercises, Worksheets, Tutor prompt sheets and Reflective journal sheets for students to reflect on their work.

A pack represents three credits, which build to form a complete award. At each level there are three core modules which are mandatory for achieving the qualification. At levels 2 and 3 these can be mixed with other modules allowing students to specialise in the area of community development most relevant to themselves. Please note: some topics can be delivered at several levels.

Each NOCN unit is equivalent to a notional 30 hours of learning. The packs are conveniently split into two hour slots of group based learning.

There are currently 11 resource packs available to order from FCDL (see back page for contact details), with more packs due to be published later in 2007.

1. Understanding community development work
2. Community development work skills
3. Group work skills
4. Involving people
5. Representing your Lesbian, Gay and Bisexual community
6. Monitoring and evaluation
7. Developing community organisations
8. Reflective community development work practice
9. Effective Partnership Working
10. Practice and Principles in Community Development Work
11. Social Justice

New titles available soon!!

Funding and resources for community groups
Publicity skills for community organisations
Planning for community groups
Identifying needs in communities
Neighbourhood regeneration
Community development and environmental action
Sustainable communities

Additional Community Development Learning Resources

NOCN Courses and FCDL Resource Packs

NOCN units

1. Understanding CD work level 1

Level One: Mandatory. NOCN Unit Code EE31QQ004

To provide an introduction to the occupation of community development work by exploring the issues of:

The key purpose of community development work

The values and practice principles that underlie all good community development work

'Community' and its different meanings

Power and powerlessness within communities

The motivation of people to become involved in community development activities and the barriers to their full participation

Working with and within groups.

2. CD work skills level 1

Level One: Mandatory. NOCN Unit Code EE31QQ001

This course aims to give participants an understanding of the range of skills needed to be an effective community development worker, and the opportunity to develop these skills.

These include:

Gathering information about the communities they are working with and within

Understanding groups and how they work

Tackling exclusions and working to promote inclusion

Setting priorities and planning

Identifying resources

3. Group work skills levels 2 and 3

Level Two: Optional. NOCN Unit Code EE32QQ013

Level Three: Optional. NOCN Unit Code EE33QQ003

The aims of the course are to provide an insight into the workings of community based groups and how to make them more effective. The key areas to be covered include:

Understanding why people get involved in community groups

Understanding the dynamics that can develop in groups

Exploring conflicts within groups

How groups decide on their aims and objectives

Communication within groups

Different ways to organise within groups

Developing and sustaining inclusive groups

The roles that people take and how that affects groups

4. Involving People levels 2 and 3

Additional Community Development Learning Resources

NOCN Courses and FCDL Resource Packs

Level Two: Optional. NOCN Unit Code EE32QQ014

Level Three: Optional. NOCN Unit Code EE33QQ034

This course explores the involvement of people in community development activities. In particular it will explore:

The motivation for people becoming involved in community development

The different kinds of community involvement

The governments interest in involving people from communities

Different approaches to making contact with communities

Participatory techniques for engaging with communities

Encouraging, maintaining and enhancing peoples involvement in community activities

Quality standards for community involvement

5. Representing your Lesbian, Gay and Bisexual community

Level Two: Optional. NOCN Unit Code EE32QQ022

Level Three: Optional. NOCN Unit Code EE33QQ049

This unit is one of the optional units for the NOCN certificate at levels 2 and 3.

There is a unit within the NOCN national awards entitled Representing your community of interest. It has been designed to be general enough to cater for different communities of interest and identity.

This resource pack is aimed at LGB people and explores issues around sexuality as a basis for representation. It has been developed by the Consortium of LGB Voluntary and Community Organisations and the Federation of Community Development Learning.

The pack covers the skills and knowledge needed to represent the LGB communities on various partnerships and planning bodies; it examines the political context and the issues that representatives are likely to face.

6. Monitoring and evaluation levels 2 and 3

Level Two: Optional. NOCN Unit Code EE32QQ018

Level Three: Optional. NOCN Unit Code EE33QQ040

This course aims to introduce participants to the basic concepts and terminology associated with monitoring and evaluation. It will take a critical look at the topic and explore how community groups can take control of the process and make it useful to their on-going work.

The course will examine the different stages involved in designing and implementing monitoring and evaluation – from deciding what needs to be evaluated, through to determining who to involve, what techniques to use, how to handle the information collected and how to share the results with others. It is intended to be a practical course to give participants the skills and knowledge to be able to design and run their own evaluation.

7. Developing community organisations levels 2 and 3

Level Two: Optional. NOCN Unit Code EE32QQ016

Additional Community Development Learning Resources

NOCN Courses and FCDL Resource Packs

Level Three: Optional. NOCN Unit Code EE33QQ033

Community Development Workers often work with people in communities to establish new organisations which they feel will better meet the need of their communities. People employed as Community Development Workers often work in disadvantaged areas where their employers have targets to increase the number of organisations involving and/ or run by local people. One of the nationally set indicators used to analyse the strength of a community is the number of community groups and organisations active within an area. Thus those agencies and institutions charged with building the capacity of communities are interested in generating more formal community activity that can be counted. Many of the less well-developed communities of interest have fewer groups and organisations and a less well-developed infrastructure to promote their interests, and members of these communities may wish to establish groups to support and promote their community. Many people assume that there are few options for organisational structure open to them and they can often end up with inappropriate structures being recommended or imposed upon them by funders or statutory bodies. This course aims to give Community Development Workers and community activists the skills and knowledge so they can appropriately advise the developing group or network about what they need to do. The focus will be on developing small groups and organisations. The main topics that will be covered on this course include:

- Developing a shared vision to meet the needs of a community
- Different organisational structures and their implications for group members
- Making meetings effective
- Deciding on volunteers and staff
- Project management
- Monitoring and evaluation systems

8. Reflective Practice levels 1, 2 and 3

Level One: Mandatory. NOCN Unit Code EE31QQ006

Level Two: Mandatory. NOCN Unit Code EE32QQ011

Level Three: Mandatory. NOCN Unit Code EE33QQ031

Workshop 1 explores what this unit requires and how to plan to gather the evidence to show peoples achievement of the learning outcomes.

Workshop 2 explores the concept of reflective practice within community development work and examines key role F.

Workshop 3 explores how people can use the NOS to determine their learning needs and plan to meet them.

Workshop 4 explores different ways to record practice.

9. Effective partnership working levels 2 and 3

Level Two: Optional. NOCN Unit Code EE32QQ019

Additional Community Development Learning Resources

NOCN Courses and FCDL Resource Packs

Level Three: Optional. NOCN Unit Code EE33QQ038

This course aims to introduce participants to the concept of partnerships and examine some of the issues for voluntary and community sector organisations in becoming engaged in partnership working.

This course will take a critical look at the topic and explore it from different perspectives. It aims to prepare groups and organisations to make considered judgments about when and where, and on what terms, to become partnership members.

This programme will look at the roles and functions of partnerships and different expectations on them. It will explore the different kinds of partnership arrangements that exist. It will discuss the issues for groups in deciding whether to become involved, what needs to happen to make sure that partnerships work, and it proposes ways to make partnership meetings more effective.

10. Practice and principles levels 2 and 3

Level Two: Mandatory. NOCN Unit Code EE32QQ012

Level Three: Mandatory. NOCN Unit Code EE33QQ032

This programme will examine the key concepts of relevance to community development work including:

The key purpose of CDW and what it seeks to achieve in different communities

The values and principles of community development work

The contexts in which community development is taking place

The key roles undertaken by people practicing community development

Inclusions and exclusion within society and communities

Sustainability

11. Social Justice levels 2 and 3

Level Two: Mandatory. NOCN Unit Code: EE32QQ045

Level Three: Mandatory. NOCN Unit Code: EE33QQ047

Social justice is one of the values underpinning Community Development Work and runs through all aspects of our occupational standards.

The course aims to

Explore our different understandings of social justice

Examine the role of community development in promoting social justice

Look at the meaning of concepts such as equality, diversity, oppression and discrimination and how they affect people's lives

Explore how systems and structure give some people power rather than others

Explore the idea of community empowerment and how it might reduce conflicts between communities

Look at why some people participate and how participation can be encouraged

Develop strategies for tackling inequality and discrimination using the strengths within communities

12. Planning for community groups

Level Two: Optional. NOCN Unit Code: EE3/2/QQ/020

Additional Community Development Learning Resources

NOCN Courses and FCDL Resource Packs

Level Three: Optional. NOCN Unit Code: EE3/3/QQ/041

This unit is one of the optional units for the NOCN certificate at levels 2 and 3.

This course aims to introduce participants to the different aspects, issues and task involved in planning for community groups.

The course aims to cover:

The value and importance of planning

Strategic and operational planning

Different sorts of planning – action planning; development planning; business planning; financial planning; resource planning etc

Whose responsibility is it to plan?

Short, mid and longer term planning

Inclusive methods of planning

Gathering information to use when planning

Community planning approaches

Creating plans with groups

Techniques for use in planning with groups

Using the expertise within groups

13. Publicity

Level Two: Optional. NOCN Unit Code: EE3/2/QQ/021

Level Three: Optional. NOCN Unit Code: EE3/3/QQ/042

This unit is one of the optional units for the NOCN certificate at levels 2 and 3.

This course aims to introduce participants to the different aspects, issues and task involved in publicity for community groups.

The course aims to cover:

How to become clear about the aim of any publicity and marketing

Assessing the intended audience

Developing a strategic plan for publicity

Designing different kinds of publicity material

Preparing press releases

The follow up work required with any publicity campaign

The legal aspects to be considered

Monitoring and evaluating a publicity campaign

There will be some input into the key aspects and there will be plenty of opportunity to practice the skills and knowledge required to be effective at supporting community groups with their publicity.

14. Identifying needs levels 2 and 3

Level Two: Optional. NOCN Unit Code: EE3/2/QQ/021

Additional Community Development Learning Resources

NOCN Courses and FCDL Resource Packs

Level Three: Optional. NOCN Unit Code: EE3/3/QQ/042

The course aims to introduce participants to some of the political and practical aspects of identifying needs within communities. Needs of people in both geographical communities and communities of interest can be identified in two different ways – by gathering existing information in a systematic way and by talking to the members of that community. The technical terms for these processes are community profiling and consultation and the various techniques employed in both are covered in this course.

The course will cover some of the political aspects of defining communities' needs which includes the power issues concerned with who identifies and articulates needs and the agendas within Government policy that advocate consultation. It will then go on to look at the different stages of the process, from planning and finding the resources through choosing the appropriate method and applying it to reviewing and evaluating the process. Some very practical skills are covered such as framing questions, preparing questionnaires, analysing data and writing and disseminating reports.

15. Funding and resources levels 2 and 3

Level Two: Optional. NOCN Unit Code: EE3/2/QQ/017

Level Three: Optional. NOCN Unit Code: EE3/3/QQ/039

There are many courses on funding and resources for people working within the voluntary and community sector, this course looks at the role of community workers in supporting community groups with their funding and resource needs, it is not about directly getting and managing funding although it will look at where groups can access more specialist support.

Thus the aim of this course is to take a community development approach to:

- Looking at groups needs for funding and resources
- Exploring the different kinds of funding available, ethical issues around the different kinds of funding
- Help groups to develop a funding strategy and action plan to put it into practice
- How to access funding, helping groups to write funding applications, forms, letters
- Developing monitoring systems and supporting financial responsibility within groups
- Looking at different kinds of resources other than money

16. Neighbourhood regeneration levels 2 and 3

Level Two: Optional. NOCN Unit Code: EE3/2/QQ/015

Level Three: Optional. NOCN Unit Code: EE3/3/QQ/035

The course will focus on neighbourhood regeneration by looking at:

- Current government regeneration initiatives
- Issues arising from Local Strategic Partnerships (LSPs)
- Identifying and overcoming barriers to effective involvement
- Consultation, Feedback and benchmarking processes
- Communication skills and needs
- Effective representation

The course aims to give community development workers and community activists the skills and

knowledge to build effective involvement in local regeneration partnerships. Within the framework of the purpose and values of community development work learners will be:

Looking at the regeneration needs of their own neighbourhoods

Recognising diverse regeneration needs of diverse communities

Understanding the need for regeneration partnerships

Working through issues around effectiveness of involvement, communication and community representation in regeneration partnerships

Further Information

For more information and to order taster packs, resource packs, or other publications please contact the Federation for Community Development Learning or visit our website:

FCDL, 3rd Floor, The Circle, 33 Rockingham Lane, Sheffield S1 4FW

Tel: 0114 2536 770 Fax: 0114 2536 771

Email: admin@fcdl.org.uk Website: www.fcdl.org.uk

The photograph on the front of this pack is of the island of La Gomera, one of the more remote Canary Islands. All of the Canary Islands, to a greater or lesser extent, are under threat from the consequences of climate change. All the islands are susceptible to a rise in sea level and in particular to the predictions of increased storminess that many climate scientists believe to be a current and coming consequence of climate change. Added to that, the Canaries are home to unique bio-geographic zones that are extremely sensitive to alterations in climate. In particular, La Gomera is home to laurel rainforest that is not really a rainforest at all (they are 'fog forests' because they are permanently shrouded in mist and this is the main source of water, rather than direct rain). The island is so small the consequences of changes to the climate of La Gomera are potentially disastrous for the people that live there as well as for the ecology. The Canary Islands are a really good illustration of what the planet stands to lose through climate chaos, i.e. vulnerable and unique habitats, bio-geographical zones and an island culture that has persisted for many centuries.